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ABSTRACT

Ecological constraints will soon bring economic growth to an abrupt end. Chapter 1 examines how the discourses of recent educational reform movements ignore the reality of ecological limits and are dominated by concerns of national and individual economic expansion that are impossible to sustain. Chapters 2 and 3 outline the philosophical history and assumptions of modernism and the mechanisms by which schools transmit such modernist values as personal liberation from social and natural environments, the assumption that the world and society are machines, and the attachment of personal security to the promise of progress. Chapter 4 offers an alternative worldview embracing interdependence, recognition of the inherent ecological limits of a finite planet, and the demands of sustainability. Chapter 5 proposes fundamental changes in educational institutions to promote interdependence, and habits of cooperation and responsibility; and it reviews the contributions of other theoretical works. Chapter 6 argues that the accepted role of developing in at-risk students a sense of social bonding is a model for attenuating the dominance of individualism elsewhere. Chapter 7 maintains that broad social movements are vital to induce the needed transformations of social and educational paradigms. Contains 260 references. (TEJ)

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